

Volume V

A Magazine for Coaches, Players, Officials and Fans

Number 2

OCTOBER, 1942
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Coaching and the War

Allyn McKeen

Basketball Fundamentals

Stanfield Hitt

Drills for Skills

H. R. Sanders

Southern Schools

Mississippi State

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Southern COACH & ATHLETE

A Magazine for Coaches, Players, Officials and Fans



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Volume V

OCTOBER, 1942

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In This Issue

FRONT COVER PHOTO: Blondy Black — Mississippi State Back

Southern Schools—Mississippi State College	4-7
The Coach's Place in the War Effort	8
Grading Your Ends	9
Important Fundamentals of Basketball	10
Treatment of Myositis	11
Editorials	12
Drills for Individual Skills	14

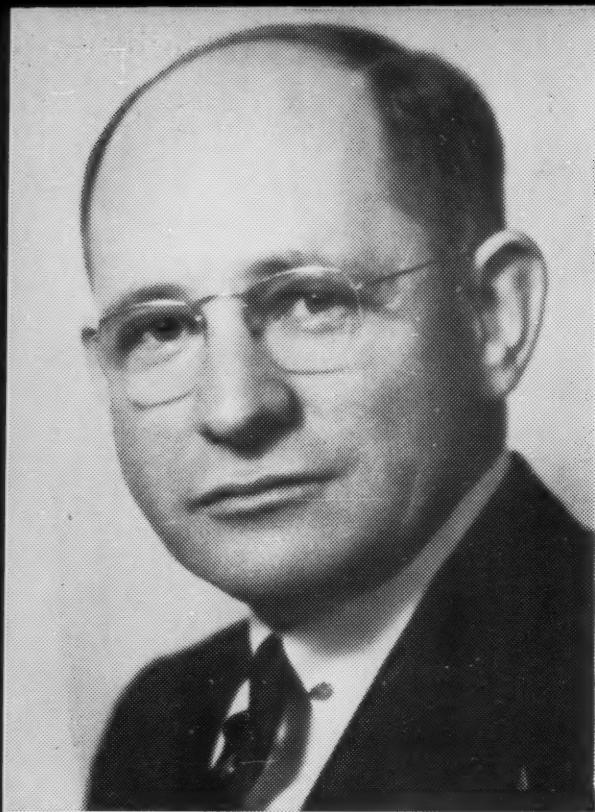
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DR. G. D. HUMPHREY
President, Mississippi State College

to be of great value to the students. Instruction is given by all members of the coaching staff.

The accelerated schedule at State College enables a student to complete requirements for the Bachelor of Science degree in two and two-thirds years by continuing study without interruption and making normal progress.

THE COLLEGE CAFETERIA. It is one of the largest in the country, having a seating capacity of 1100 people. In the same building is the new air-conditioned grill and banquet room.



Southern Mississippi St

By Max Patrick

MISSISSIPPI STATE COLLEGE, largest institution of higher learning in the Magnolia State and one of the South's most progressive colleges, is at war. The student body, administrative staff, faculty, and physical equipment have been thrown 100 per cent into the conflict. The curriculum of every department has been streamlined and adjusted to render a maximum amount of service in the total war effort.

Realizing the importance of physical fitness in the war effort, the College made Physical Development and Competitive Athletics a required course for all students beginning with the summer session June 1, and the program is again being carried on in the fall term. Similar to the physical fitness programs being conducted by the Army, Navy, and other branches of the Armed Forces, the training has proved

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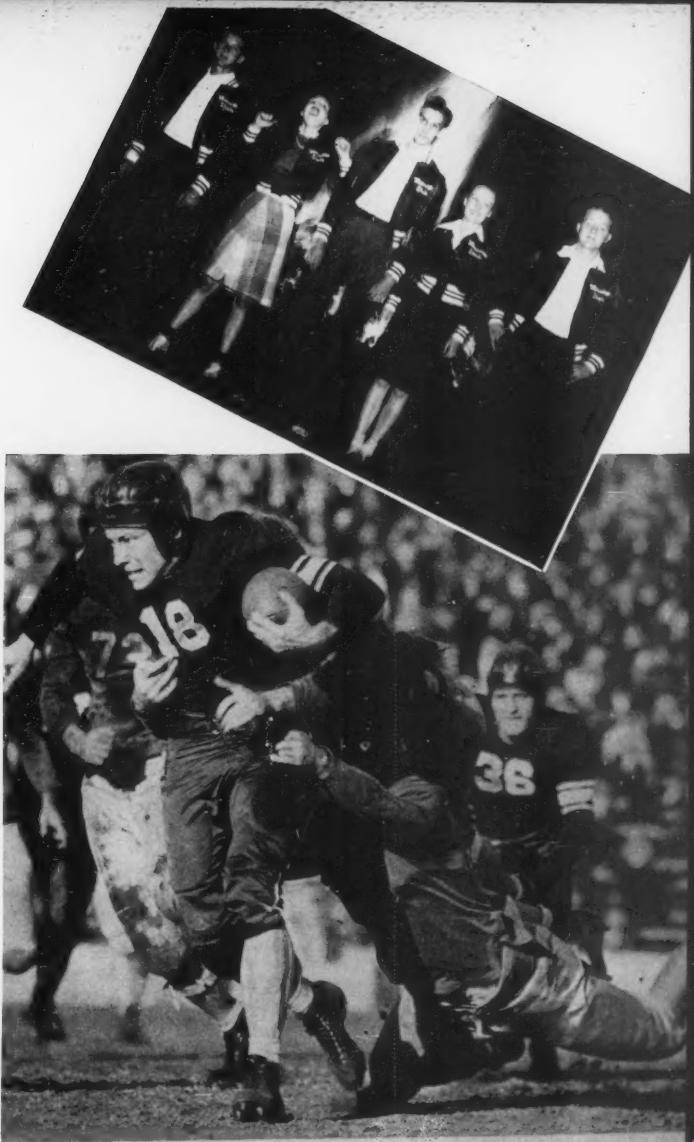
Mississippi State College

in his work. Early in October some 750 officer candidates will come to Mississippi State College where they will attend the Officer Candidate School No. 4, Army Administration School, and successful completion of the three-month course will lead to a commission as second lieutenant in the Adjutant General Department.

Since August 1, the College had been conducting a radio school for the Signal Corps, training men and women to do miscellaneous repair work wherever they are needed either within or without Continental United States. There are now approximately 600 in training and the number is expected to be expanded to 900 in the near future.

The College is participating in the Army Enlisted Reserve Corps program, designed to supply the Army with a flow of educated men who have definite capacities for leadership; and has cooperated almost since the beginning in the Army Air Corps Enlisted Reserve, Signal Corps Enlisted Reserve, Marine Corps Reserve, and the Navy's Aviation Cadets Class V-5, Naval Commissioned Officers Class V-7, and Apprentice Seamen V-1 programs.

Military training is compulsory for all able-



ABOVE

Mississippi State cheer leaders
at pep rally on eve of
Mississippi State-Ole Miss
game.

CENTER

BLONDY BLACK, ace State
halfback, driving the Maroons
to their conference title.

BELOW

Dance at Mississippi State.





C. R. NOBLE
Director of Athletics

bodied first and second year students and the R. O. T. C. Unit at the College has been rated as "excellent" by the War Department for many years. Beginning with the opening of the fall term on September 26, the time allotted to the Military Department at the College for the training of men under the R. O. T. C. program will be increased from 3 to 5 hours a week for freshmen and sophomore students, and from 5 to 8 hours a week for the advanced course.

Mississippi State College did not wait until the attack on Pearl Harbor to get into the scrap for freedom. As early as July, 1940, the College began participation in the Vocational Defense Training program and has turned out many trained men in welding, machine shop, foundry, pattern-making, and drafting in the past two years.

The Engineering, Science, and Management War Training program started at the College in July, 1941, and under the program is giving training in engineering, science, and management, to make otherwise unskilled workers immediately available for employment in essential jobs.

The history of Mississippi State College has been one of almost uninterrupted progress since its doors were first opened to the youth of Mississippi and the South in 1880. Established by the Morrill Land Grant Act of 1862, the College, then known as Mississippi A. & M., has grown rapidly.

It has been in the last eight years, however, that the College has enjoyed its greatest progress. When President G. D. Humphrey took over the helm in 1934 the enrollment, the previous year, was only 886 students. In six years regular enrollment jumped to 2,312, and addition of buildings and equipment approximated \$1,700,000. The School of Education and the Graduate School have been added during those years, along with many new departments.

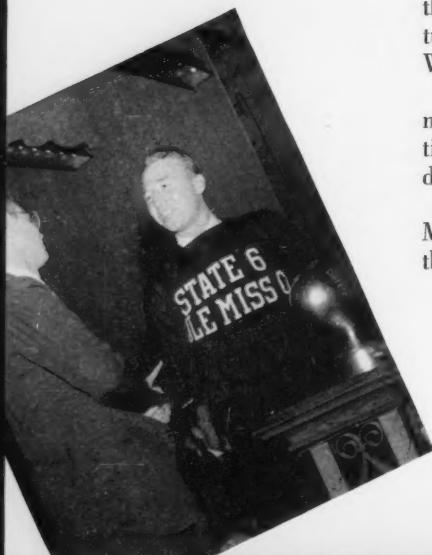
Athletics at Mississippi State have kept pace with the general development of the College. Athletic teams representing the College have done credit to the institution in all sports. Especially in the past several years have the Maroon and White clad boys gained the respect of other teams of the nation.

Football teams during the past three seasons at Mississippi State have made remarkable records. In 31 games, the Maroons have won 26, lost 3, and have been tied twice. Only two conference teams — Alabama and Auburn — have gained decisions over the Maroons in that period, both by 7-0 scores in the 1939 season.

The Maroons won 8 games and lost 2 in 1939, their first season under Allyn McKeen-Murray Warmath-Bowden Wyatt, but they waited until 1940 to really hit the jackpot. After winning 9 games and playing a 7-7 tie with Auburn, the Maroons took Georgetown 14-7 in the Orange Bowl game of 1941.

Buddy Elrod was elected to most All-America teams at an end position. Capt. Hunter Corhern, guard, was picked on the second All-America team of the Associated Press. Harvey Johnson, tailback, and John Tripson, tackle, made the All-Southeastern team. Tripson, Billy Jefferson, tailback, and Granville Harrison, end, made the grade in professional football.

The 1941 team won the championship of the Southeastern Conference, knocking off Alabama, Florida, Auburn, and Ole Miss, and playing a scoreless tie with Louisiana State. Mississippi State athletes are fighting in every



UPPER LEFT: BILLY MITTS, Mississippi State student president, wins a sweater from Gus Garard, president of the Ole Miss student body, on the State-Ole Miss game last November.

LOWER LEFT: CAPTAIN BILL ARNOLD of the 1941 Southeastern Conference champions presents Golden Egg to Billy Mitts. The Egg is symbolic of the friendly grid relations between Ole Miss and Mississippi State. Purchased jointly by the student bodies of the two schools, the winning team is allowed to keep the Egg for a year.

AUDREY CLAIRE BEAUVIS, drum majorette extra-ordinary, is featured with the famed Maroon and White football band. Miss Beauvis was a national champion in high school.



branch of the service. From the 1940 team Captain Hunter Corhern is serving overseas with the Marines; Buddy Elrod and Harvey Johnson are in the Air Corps; Ben Griffin is in the Naval Air Corps; Hack Ray is in the Army and, in fact, almost all of the boys are doing their part for Uncle Sam.

And while hundreds of former football, baseball, basketball and track stars of Mississippi State are in the services, two coaches are also in active duty. Captain Watkins Fatherree, once a star guard for the Maroons and freshman coach, was called into active duty in May, 1941. Harvey Johnson, elevated to the varsity coaching staff following his graduation in the spring of 1941, was called into active service last September and is a Lieutenant in the Army Air Corps.

Coach McKeen is likely to start an All-Service Reserve team this fall. Captain Robert Patterson and George Varnado, ends, are in advanced R. O. T. C. training; Gladney White, tackle, is in the Air Corps Reserve; Curtis Patterson, guard, Advanced R. O. T. C.; Raymond Ray, guard, Air Corps Reserve; and Elbert Corley, center, Army Enlisted Reserve.

The first string backfield will have Jennings Moates, Blondy Black, and Lamar Blount, all in the Marine Reserve Corps, and Charles Yancey, Advanced R. O. T. C.

TOP: MILITARY BALL is one of the big social functions at State College each year. Upper right shows Robert "Tut" Patterson, captain of the '42 football team getting the autograph of orchestra vocalist.

CENTER : SCABBARD AND BLADE, military fraternity, forms are as Co-Ed, Margaret Green, is crowned queen of the ball.

LOWER: HELEN FISHER received flowers from orchestra leader, Charlie Banks.

The Coach's Place in the War Effort

By ALLYN McKEEN

Head Football Coach, Mississippi State College

ALL of us who are members of the coaching profession and are not subject to a selective service call now or in the near future have been and still are faced with the problem of what should our part be in the war effort. Can we better serve our country by continuing our work in athletics and physical training in civilian life, or should we join the service? Until that is decided for us by the Federal Government, that is the paramount question for us to decide. The problem of the high school coach is essentially the same as that of the college coach.

This is an extremely difficult question to analyze and to answer satisfactorily because of a very apparent disagreement between various governmental spokesmen and departments in regard to the colleges and college students as a whole. There seems to be no agreement as to whether or not college students should be allowed to continue in school or should go into service upon becoming of draft age, and this must be determined before those of us engaged in training college men know just where we stand.

It is my personal opinion that those boys who are taking courses of study that will prepare them to make a definite contribution to the war effort should be allowed to remain in school. They should be given military training and should be required to attend on an accelerated basis, but there probably should be some subsidization by the

Government. A number of boys are dependent upon their summer earnings to supplement their assistance from home or school jobs in defraying their expenses and would not be able to attend school on a twelve-month basis unless given some help. These boys are frequently the type most needed by our country.

If something along this line is done by the Government our colleges will continue and as they continue so must physical training. Naturally this means in a much broader sense than merely intercollegiate athletics. It means a comprehensive physical education program for every male student in school conducted by the entire coaching staff in conjunction with other physical education instructors, if any.

The majority of colleges have followed the same course that we have at Mississippi State College. We are operating on a three semester schedule. Military training has been expanded. Physical education is compulsory. Each member of the coaching staff had from 6 to 12 hours of physical education classes per week during this summer, and the students were really put through the ropes. Softball, volley ball, weight lifting, track, boxing, and swimming were taught with strong emphasis on competition. Teams were formed for the games; track meets and swimming meets were regularly held; and full speed boxing matches were staged. A student was rotated from one class to another every four weeks so that he had a well rounded training.

The results in general were remarkable. The improvement that the students as a whole made in physical development merely emphasized the fact that we had been delinquent in not having such training before. Every boy in school in the sophomore, junior and senior classes was able to swim when the training was completed. This amounted to around 700 boys, many of whom could not swim prior to taking the training. Freshmen did not have swimming, but were concentrated in the other physical education courses.

As a result of their training the fat boys lost weight and the thin ones gained. Boys with little strength or coordination learned to run, to play ball, to box, and in general to handle themselves. They learned to compete and to fight to win. Naturally weaklings were not developed into Sampsons, or "tea hounds" into fighting wildcats, but a start was made in the right direction.

Our intercollegiate athletics is of as much, or even more, importance than the general training. The value of the training to those who participate has been too well demonstrated to necessitate any discussion, but there is a further and perhaps greater value which is derived from intercollegiate athletics. It helps to instill the fighting spirit and the desire to win in the entire student body. The athletes set the pattern for physical development and help to popularize physical training and competitive athletics with the student body. At Mississippi State College, two or



Coach Allyn McKeen came to Mississippi State as head coach in 1939. His three year record there is 26 wins, 3 losses and 2 ties. His 1940 eleven was undefeated and was invited to play in the Orange Bowl, where they won from Georgetown University on New Year's Day, 1941. His 1941 Southeastern Conference Champions were undefeated in the conference and unscored on, except by Auburn.

Coach McKeen attended University of Tennessee, where he participated in football, basketball, baseball, track, tennis and boxing. He was an all-round athlete at Central High School, of Memphis, Tennessee, before entering the University.

three athletes are assigned to each physical education class to assist the instructor and will meet classes even during the competitive season, and this contact is of some benefit in itself.

If our colleges are to continue during wartime it is obvious that one of their duties is to turn out men who are ready to go into service immediately upon being called. Consequently it is essential that they be in good physical condition, and that conditioning can be done only by men who are trained to do such work. There is work in our colleges for coaches and physical instructors and all can feel that they are making a direct contribution to our war effort as long as the situation remains as it is.

On the other hand there has been a very definite need for trained men to assist in the conditioning of our armed forces. Here again we find that in general our coaches are the

ones who are best fitted for this job and there are a large number who have gone into this work. In addition to these, the men who were reserve officers are also now in the service, and I doubt that many of the rest of us would be of any immediate value as officers unless we were engaged in physical training because of our lack of military experience. Of course, in time most members of the coaching profession could be developed into excellent officer personnel, but the majority of our officers in active service are now coming from the ranks and that is as it should be.

It is up to governmental and service officials to determine whether there are sufficient qualified men in the service to take care of training needs, or whether more of us are needed. If we are, then we can be of more value in the service than we are in the colleges because it is of more importance to condition a sol-

dier than to condition a prospective one. If we are not needed for that purpose then we probably are of more value remaining on our jobs because they are important.

Had all coaches gone into the service it would have been disastrous for college athletics and for physical training in the colleges as well, and loyalty to the colleges where we work has kept many of us from going into the armed forces even though we might desire to do so. Of course, such loyalty is secondary to our loyalty to our country, but to me it seems that they are bound together. I feel that all of us in our profession are ready to go at any time that it becomes apparent that our greater value is in the service, either as specialists in physical training or in combat service, but if we are of more value where we are then we are serving our country better by staying on our jobs.

GRADING YOUR ENDS

By BOWDEN WYATT

End Coach, Mississippi State College

THE football game has long removed itself from the average layman's idea that your ends should be boys who can catch the ball, regardless of their ability to stop a flank play or to block a defensive tackle. This being the case, we rarely see an end playing who is just in there to catch the ball.

In their place we now see the end who is usually a very fine athlete, because he is required to be an exceptional blocker, a good defensive player, and a good down field man in addition to being a pass receiver and a ball carrier.

This leads me to say that every coach should have a sound basis for grading or comparing the end material on hand, to be sure that he is playing the best end—or at least the end that fits best into the coaches' scheme of play.

To set up this plan the coach must first decide the number and importance of his end play requirements. These requirements will probably be as follows:

1. Defensive ability.
2. Blocking ability on line of scrimmage and in open field.
3. Punt covering and open field tackling.
4. Pass receiving and ball carrying ability.

To rate these in order of their importance would, of course, be determined by the type of football you are coaching, and would not necessarily hold true from one season to the next, especially where the type of offense is changed from one year to another, as is the case in quite a few high schools and even college teams.

As we look now to our end squad

Coach Bowden Wyatt came to Mississippi State in 1939. He attended high school at Kingston, Tennessee, where he participated in all high school sports.

At University of Tennessee, he was All-American end and Captain of the 1938 team, which was winner in the Orange Bowl.

we realize that each man must have a necessary amount of various abilities in order to qualify for the position, and the coach must spend some time in determining these. Some of these would necessarily be speed, agility, "football sense," coordination, and a real competitive temperament.

(Continued on page 13)



The Three Most Important Fundamentals of Basketball

By STANFIELD "Dick" HITT

Basketball Coach, Mississippi State College

IT is generally accepted as a fact throughout the basketball coaching profession that the primary asset of a basketball player is his ability to hit the basket. There have been many great basketball players who were not classed as great shots. They were great for some other reason or reasons, such as their floor work, rebound work, or defensive work. However, a player's ability to hit the basket is the first thing a coach looks for. There is always a place on any team for a player who is a dead shot for the basket.

Shooting is generally considered a fundamental, but no coach would take a basketball prospect that couldn't shoot well. Shooting is one thing that cannot be taught. There is always room for improvement and basketball coaches know that improving a man's eye for the basket is all they can do. All this leads up to the theory that a player cannot be taught to shoot but his shooting can be improved. Therefore, as a fundamental, we will not deal with shooting.

The three most important fundamentals of basketball are foul shots, rebounds, and tie balls. These three fundamentals make up a major portion of the game. For the simple reason that the team that gets the rebounds, makes their foul shots, and gets the tie balls is a winner. How many points would you spot a team if you were assured of all rebounds, all tie balls, and all your foul shots? Of course, 100 per cent perfection on this is impossible and too much time cannot be spent on these game winning fundamentals.

Rebounds

Rebounds, in our estimation, would come first. All games where the teams are near equal are won or lost under the basket. In teaching rebound work the coach should keep the following fundamentals in mind —position, flight of ball, coordination, and what to do with the ball after getting it. Position is very important. Getting a rebound without at least an even break in position is almost impossible where competition

Coach Hitt graduated from Mississippi College, where he was an outstanding athlete, winning letters in four sports. He coached at Biloxi High School, Copiah-Lincoln Junior College and Mississippi College before coming to State.

is equal. Position must be fought for while the ball is on the way to the basket. Often an advantage in position is gotten by the player who hustles to the basket after a shot has been made. During the flight of the ball the player must not only go for position, but he must watch the flight of the ball. In watching the flight of the ball he is then assured of coordination. That is, he can take the ball at a maximum height.

When these fundamentals have been carefully followed then comes the take off. In the take off the shoulder should be slightly humped and rump somewhat protruded. A "jack-knife" movement should begin almost immediately thereafter. Legs are spread wide "frog-fashion." The ball, when gotten, should be kept at full arm's length. Never bring the ball in to the body, allowing the opponent to tie it up. On hitting the floor, keep the feet well spread and the ball at arm's length, and rump extended to hold off close guarding opponents. By glancing over the shoulder, teammates and opponents may be located for a pass out, or player may dribble in the opposite direction.

Foul Shots

Anybody can be taught to shoot foul shots. This often takes more time than we have. Free throw champions often have no ability as basketball players. There is no set way for foul

shooting. Most college players shoot from the knees. This seems to require less coordination and allows the player to follow the ball a little further toward the basket. Practice is the secret of foul shooting. We practice our foul shots with the following fundamentals in mind — be calm, take your time, concentrate on the shot, and make up your mind that you are going to make the shot good. During a game when a player has a foul shot he should walk to the foul line, pick the ball up, check with the referee, place his feet properly against the foul line, fix ball in hands, set eyes on front rim of basket and take his shot. The way he holds the ball, the stance he uses, and the shot he uses is left up to the individual coach.

Tie Balls

When the opponent gets all the tie balls, this doesn't mean that they have you outclassed in height. It doesn't mean they are controlling all the tips. It doesn't mean that they have a system of getting tie balls that is better than yours. We have all seen short teams that controlled tie balls. We call them ball-hawks. It seems they get every ball that is free. A tie ball is a free ball when tossed up. We try to impress two things on players when there is a tie ball. First, be in an offensive frame of mind. Second, there is only one ball and the player who gets it is the player who wants it most, and makes up his mind that if the ball comes in his direction it is going to be his. A player can never get a tie ball by playing his man. This doesn't mean that he forgets his man, but his primary purpose is to get the ball. This means that he must watch the ball from the time it leaves the official's hand until it is tipped. A player can often pick up a hint from the position of the jumper's hand. His palm always faces the direction of the ball. Give me five players who want the ball and have made up their minds that they are going to get it if it comes in their direction and we will get more than our share of the tie balls.

TREATMENT OF MYOSITIS

By DR. H. W. WENDLER

Trainer, Mississippi State College

IT is impossible to outline a specific "cure all" treatment for myositis, just as it would be erroneous to prescribe the same remedy for all types of headaches, no matter what the cause. And to insist on following such a procedure would certainly lead to unsatisfactory results. The boy showing no improvement might soon lose confidence in the trainer's methods and ability, and rightfully seek other advice and treatment. The coach, too, is anxious to have the boy available at the earliest possible moment, causing further embarrassment. Naturally, one objective of every conscientious trainer is to get the boy back into the game as quickly as possible, but he has the added, and more serious responsibility of returning that boy to the coach in his best physical condition.

Therefore, it is my contention that every trainer should first of all make an accurate diagnosis of the injury, and then proceed with his own intelligent treatment of the *injury itself*, and not follow a general form of treatment for all muscle bruises. To make this accurate diagnosis, he must get a complete and truthful statement from the boy as to how the injury actually happened, then carefully inspect and palpate the injury itself for further information, and finally test for movement in the joints above and below the injury, noting which movements result in pain. Thus he knows positively which muscle is involved, what its action is, and finally the extent of the injury—all of which is important in treatment.

However, it should be understood that the pathology of an injured muscle is always the same and, after all, it is the pathology we treat. Of course, the severity of the pathology depends directly on the gravity of the injury, and this, too, must be taken into consideration during your treatment routine. First of all, there is an immediate laceration of the blood vessels, lymphatics, muscle fibers, nerves, and, often, of the tough connective tissue surrounding the muscle. As a result of this tearing, blood and lymph flow freely into the surrounding tissues, forming a soft mass of fluid, which often can be seen and



DR. H. W. WENDLER

Dr. Wendler graduated from the College of Osteopathy, Kirksville, Mo. He attended Ohio State University, where he played halfback on the football team. He played professional football one year and then practiced osteopathy at Mansfield, La., before coming to Mississippi State in 1935.

readily palpated. This mass of fluid causes pressure on the sensory nerves, resulting in pain. Motor nerves respond to this stimulus by contracting, or drawing up, the muscle. This contraction, in turn, compresses the blood and lymph into a "hard mass." Thus the five cardinal signs of inflammation, pain, redness, swelling, increased temperature, and partial, or complete, loss of motion in the affected area, is soon noted. It is our duty, as far as possible, to prevent or at least keep to a minimum the above pathology.

Preliminary treatment, therefore, must be immediate if quick and complete healing is to be attained. Your first aim is to stop the hemorrhage and flow of lymph. This is best done by applying ice to the injured area

for from 15 to 30 minutes. In case ice is not available, wrapping the injured member with anything at hand will suffice. Should a large blood vessel be ruptured, resulting in profuse internal bleeding, both the wrap and ice can be used to advantage. You are attempting to keep the clot formation as small as possible, and the above treatment will accomplish this result. Do nothing more the day of injury.

The second day, apply heat in some form. Personally, I like alternate hot and cold fomentations best, and certainly every high school has hot and cold water at its disposal. Heat dilates the uninjured blood vessels, causing more new blood to be drawn into the injured area to promote healing, while cold contracts these same blood vessels, thus forcing the blood out, carrying with it the waste products of congestion. This "forced circulation" then not only helps absorb the blood clot, but also helps prevent scar tissue formation, which the body utilizes in repairing damaged tissue. Excessive scar tissue retards normal muscular action because it is inelastic, and therefore our aim is, again, to prevent as much of its formation as possible.

The length of each alternate application depends on the severity of the injury. Certainly it takes a much longer time to dilate and contract deep blood vessels, than superficial ones. Possibly two to three minutes of heat, followed by one-half to one minute of cold would suffice in most cases. Always start and stop with warm applications. Repeat the procedure two or three times daily for thirty minute periods. One important period is just before retiring—more congestion is carried away and more repair takes place during sleep than at any other time.

Immediately following the hot and cold treatment an analgesic balm, or some warm linament, is applied and lightly massaged into the tissue. Then cover the injured area and a considerable distance around it with cotton, or cotton wool. Hold it in place with a snugly wrapped bandage (we use the elastic type), being sure not

(Continued on page 13)

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GEORGIA ATHLETIC COACHES ASSN.
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DWIGHT KEITH, Editor and Business Manager

With war conditions as they are, and advertising everywhere curtailed, the prospect of continuing SOUTHERN COACH & ATHLETE on anything like the standards of last year, if at all, were not bright. We wrote to the athletic directors of the colleges, explaining our problem and appealing to them for help. We received a most satisfactory response and, as a result, SOUTHERN COACH & ATHLETE will continue to serve the schools and colleges of the South as it has for the past four years. The colleges helped make this possible through subscriptions, many taking as many as fifty, which they distribute to their coaches, athletic officials and players. Others took as few as five, but it helps, and is very much appreciated.

While we are thanking the colleges for their cooperation, we must not forget our advertisers, especially those who are sticking with us while the going is hard. We as coaches and school administrators, should study the advertising section of our magazine more carefully than ever before and not fail to patronize those who are helping to keep our medium alive and up to old standards.

The setting for this story is a typical southern town. In this typical southern town are two high schools which are very bitter rivals. For their real names we will substitute the names "City High" and "Central High". The public school system in this town has an annual drive for perfect teeth. A dental examination is given in all the city schools and if 100 per cent of the children bring in dental certificates for having the necessary corrections made a school holiday is granted.

Our story begins in one of the large elementary schools, where the principal is talking to the fifth grade pupils. She is telling them of the treat they have in store when they reach their 100 per cent goal. They may parade over to Central High and watch the high school boys at their military drill. Perhaps the school band will play for them.

The prospect of this little parade and the opportunity to hear the band play pleased all except one boy, who made an ugly face and booted at the idea. When the class was dismissed, the principal asked the boy to remain and she questioned him as to the meaning of the booing. He explained that his boos were not directed at her but at Central High. He didn't like Central High.

It was a sorry school and only trash went there, he thought. He had rather not hear music than listen to their old band. The principal then asked how he knew that to be true—if he had ever been there. He said that he hadn't, but that everybody had told him so. The principal then tried to explain to him that that was only the opinion of some people. Others thought the same of City High—that, as a matter of fact, neither had much claim of superiority over the other.

That is the end of our story. It seems very simple, I know, but back of this little incident is the real "story behind the story." If this were an isolated incident we would not take the space here to relate it. But it grew out of a condition that is general. Many schools, in their desire to develop a school spirit, try to build it on hatred of their rivals. We think this is wrong. We believe that a wholesome, dynamic and enthusiastic spirit should be built on pride in the excellence of your organization, not by belittling your rival and encouraging hatred by exaggerated and false statements. We believe that morale built on hatred is less sustained—more apt to break in the face of reverses. We believe it conditions the minds of the youth of America improperly, and is detrimental to the spirit of American unity. It is unsportsmanlike, unnecessary and unethical. It is our observation that this practice prevails in both high schools and colleges, but is probably worse in high schools, and that the principals are as often guilty of it as are the athletic coaches. Let's all be fair, sportsmanlike Americans!

Free Employment Service

Each year quite a number of coaches write us for information regarding coaching vacancies, and some schools register their needs with us and ask for information concerning available coaches. The number of such inquiries we get is increasing each year. Whether we like it or not, we have been called upon to perform the function of an employment agency. We accept this as an indication of another service our publication can and is called upon to render to the schools and coaches.

We are, therefore, inviting all coaches who would be interested in making a change to register with us. Likewise the schools are welcome to register with us their needs in the coaching field.

Coaches registering should include such information as age, college attended, degrees, subjects they prefer, athletic record as player and coach, experience and salary expected. Schools registering should give the approximate salary the position will pay, subjects to be taught, sports to be coached and any other specific requirements of the position.

Let us hasten to make clear that this is a *free* service to those who care to use it and that we will not recommend the man to the school nor the school to the man. We will merely keep a file of registered schools and coaches, and when a school registers a vacancy we will put it in touch with all coaches of the classification needed which we have listed in our files. We will have nothing to do with the negotiations which follow. All information will be held in strict confidence and no fee will be expected from either party for this service.

TREATMENT OF MYOSITIS

(Continued from page 11)

to apply it tight enough to cut off any superficial circulation. By this pack we are keeping the part warm, just a little above body temperature, and not hot. Too much heat causes contraction and not dilation of the blood vessels, resulting in stasis rather than the desired copious circulation. Thus healing is retarded and not benefited by excess heat. This pack should be worn all night and throughout the day for best results.

Treatment on succeeding days is the same, except massage can be more thorough. Remember, healing tissue is very tender and easily reinjured, thus violent massage, especially over the injury itself during the first few days, is more often detrimental than beneficial.

This outlined treatment should suffice in most cases. Where we find an especially severe myositis, however, it is best to take the boy off his feet for a few days, keeping the injured part warm and elevated. Passive motion can be started about the third day, in the event it does not cause too much pain. After a few days, active motion is begun with the aid of a crutch or cane, if necessary.

Remember it is much better to take a few extra days in the healing process of any injury, thus being assured of a strong, properly healed part, than it is to use the injured member too soon, causing it to remain sore and weak throughout the season. Your first consideration concerns the welfare and safety of all individuals under your care.

GRADING YOUR ENDS

(Continued from page 9)

Some of these must be determined during actual play because some boys do not seem to "fire up and go" in practice although they may be trying just as hard as they ordinarily would in a game. Then, too, some boys look great in dummy scrimmage or regular practice and then seem to "tighten up" in the real pressure of actual game play.

This naturally brings up the method of determining just which boys should be picked from your squad to become candidates for the end position, because a man with the physical qualifications stated above could possibly play two or three different positions on your team. Let me say that, first of all, pick the boy who really wants to play that position, has the speed and temperament, and wants to play game days,—give him a shot at it—you won't be disappointed.



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Drills for Individual Skills

By H. R. SANDERS



I MIGHT say, in the beginning, that we do not practice a whole lot at Vanderbilt, not that that proves anything, but I think that we are fortunate, and maybe some of you are, that our players have "labs" and late classes that keep them from getting on the field very early. I say "fortunate" for the reason that we'd probably do too much work and coaching if we had more time.

I, personally, feel that a lot of football teams practice too much. We average about an hour and a half a day. There are two days a week when we will be on the field something like two hours. Outside of that, we actually never get more than an hour and a half of practice. Of course, this matter is debatable, but in my opinion we spend enough time at practice. I would rather have a boy who does not know quite as much and who is in shape, eager to play, and not tired out, than one who is tired out and very smart but unable to go. That is my theory on it.

For the most part, I want to confine my remarks to drills that we think can be used to develop a passer and pass receivers. I wish to comment on two things though that we do with linemen. Maybe all of you do the same things; I don't know.

In the first place, we have found that as far as defense is concerned, the best thing that a lineman does is to charge hard and charge quick, and in our really tough games we find, from studying our pictures, that our tackles and guards use the highly coordinated movements very little. Mostly the thing that they are doing, when they are doing any good in there, is impulsive, hard, quick charging. We spend a lot of time every day with our linemen charging on the ball. We put a defensive center down there, somebody who just moves the ball, at

Coach Sanders graduated from Vanderbilt in 1927. He played football, basketball and baseball and upon graduation joined Josh Cody's staff at Clemson as back-field coach. He also coached at Riverside Military Academy and University of Florida before returning to his Alma Mater as head football coach. He is one of the youngest and most successful head coaches in the conference. Last year he was voted the award for the outstanding coaching job of the year.

the same time counting all sorts of cadence with the linemen coming up in twos and charging on the movement of the ball. This is not merely a warm-up drill and the coach working here really bears down. This may be very elementary but I am convinced that a lot of this sort of work helps us. We have found, too, that it is an effective drill for keeping linemen from being off side so much.

As I say, I am not going to talk a whole lot about linemen, but there is one other thing I want to mention, and that is a drill that we do with the centers. I don't know at the moment where I picked this up, but somebody told me, not very long ago, that when your center is out there working in practice, passing the ball back in the skeleton drills, or on punt formation, or on passing drills, it is a good thing, if you don't have another center working with him, to have an assistant or anybody there to just push him, pull him, or take a

quick charge into him, something like that, every time he passes the ball. We do that all the time. I know that a lot of centers—particularly freshmen and sophomore centers—need this type of work. A lot of your centers get out there with their feet apart, anchored, and become careless in passing the ball back, do not brace and fail to assume a blocking or charging position after they have passed the ball. And they don't bring their heads up. They have a tendency to follow the pass back with the head down between their legs. We put men right in front of them. The man in front of him charges him quickly, pulls him forward, pulls him to the side, and we have found that has helped our centers quite a lot, especially on deep punt formation.

Another thing we do to the centers is to give them a lot of work trying to get them to put something on the ball on deep punt formation passes. I believe that a big percentage of punts blocked are frequently the result of the center's not putting much on the ball. I don't know that you can develop that to a marked degree in a man who does not have good wrists, forearms and fingers, but we stress it a lot, and we will put a man back, maybe for a little while once or twice a week, fifteen or twenty yards, and let the center try to develop his wrists and form to where he can get a little more on the ball. So much for the linemen.

Now, in developing passers and receivers, the exponents of that phase of offense at present, like Ray Morrison, Matty Bell and some others present, may not agree with me, but I am going to tell you what we try to do to develop passers and pass receivers.

In the first place, I feel, as I believe nearly everyone else does, that

after you work with a boy on the mechanics of throwing and receiving the ball, all the work that you can get under actual game conditions, under pressure, is so much the better. We find a lot of times that a receiver looks mighty good in drills, where he is going down, receiving passes with nobody covering him; but when he gets into scrimmage or gets into the game he cannot catch the ball. Therefore, I believe that practically all of your passing games should be under more or less actual game conditions.

I shall not say very much about drills for developing receivers. You may have your pet ideas about that. There is one thing we do with the hands in receiving passes. We find a big tendency in most boys to want to use their bodies and their arms too much. We believe, except on spot passes, that the ball should be caught in the hands, and we do a lot of work, especially in spring practice and in early September, in lining the receivers up, sending them down just a short distance, throwing the ball high to them, and making them catch the ball with one hand. Make them get that hand across the path of the ball and stop the ball. They are not going to catch it and pull it in, but just at the last instant reach up and stop the ball with the soft hand, with the fingers spread and the palms cupped, the theory being that a player must use the proper technique if he is able to catch the ball with the one hand.

We have them do that a whole lot going to their right and left, and then when they start catching it with two hands, we think they can do a whole lot better. I don't know what you think of that, but we have found it has helped our pass receivers a great deal.

As far as the passer himself is concerned, I do not subscribe to the theory that the passer is born — that is, my idea of a passer. However, we all know that you must have a boy with coordination, a boy, say, who can throw a rock, who has a good free shoulder motion, but I do take the position that you can improve most of your passers a whole lot by patient work with them, and not leaving the matter of improvement up to the boy himself.

Some coaches believe in letting the passer, if he is a semiside arm or what not, go like that. We want the boy to throw the ball overhand. In the first place, most of the passes we are trying to throw are from close formation, with the passer back only five and a quarter yards. We can't block

(Continued on page 16)



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DRILLS FOR INDIVIDUAL SKILLS

(Continued from page 15)

well enough for him to throw the ball anyway but with an overhand shoulder motion, from behind the ear. We like to have the boy carry the ball high, and that begins with the pass from center. We have our center throw the ball back high to the tailback, standing straight up.

The first reason I will give you for the high pass from center is that on the flat passes, where we are trying to hit the end or the wingback quick (we don't sneak them out or slide them out), we try to get the ball to the receiver as quickly as we can, so he can protect himself, get the ball under his arm, and turn down the field and gain four or five additional yards if possible.

Accordingly, we like the center to throw the ball back high there, in order that the passer can deliver it a lot quicker to his right or left.

We like to have the passer use what we call a suction grip on the ball. It may be that some passers can do better laying the ball in the hand, but we like to have them feel that the last joints of those fingers in the passing hand, the forearm, arm and wrist are what make the pass. We like to have him spread his fingers, and especially these last two. I don't mean the finger on the back end of the ball. There are some passers who can deliver the ball that way. I don't teach it. But we do like to have this index finger spread well from the middle finger in that manner, thus giving the passer more accuracy. That is the controlling finger, and we like to have our passers hold the ball in that manner.

We like him to have control of the ball, carry it in both hands, high, until he is ready to deliver, at which time the left hand will come off pretty much in the manner of a man throwing a javelin. This makes for better balance and quicker delivery.

Another reason we like to have him carry the ball high is that we like to have him stay up on top of the ball. We like his feet to be pretty well up. I don't like to see a passer spread out too much, and then take a long step, for it puts him down too low. We like the passer to get up on top of the ball, where he can see better, where he can take short steps in the direction to which he is going to throw the ball. I think that that is very important. We find a number of boys throw the ball pretty well in practice, but they have to take a long, slow motion and a long follow through, in order to pass the ball.

So the main thing we want is somebody who can deliver it and who can throw the ball under pressure.

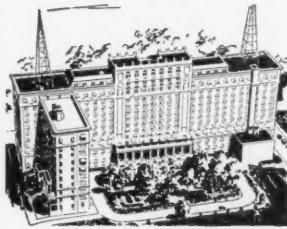
I think that a passer ought to be able to throw the ball pretty much flat-footed, just with his fingers and wrists and arms, at least for a short distance. Of course, he can't throw the long passes far down the field, with just the forearm, wrist and finger action, but I think the passer should try to develop his wrist and forearm and fingers so he can hit the short passes and spot passes without too much stepping body follow through, and so forth. Those boys are going to get that in one way only, and that is by throwing the ball under pressure. That is probably the most important phase of practicing the passing game.

Well, if you have a small squad, or if you have a large squad and you have just one ace back, you don't want to get your passer hurt by scrimmage every day. You can do this, and maybe you all do it; you can put him throwing the ball under pressure with the linemen and other backs blocking for him full speed. Give the defensive team instructions to rush him hard, not put him on the ground, not tackle him, but simply go back there and keep him from throwing the ball by simply grabbing hold of him. It has been my experience that that is the only way that you are really going to get across to the passer this matter of throwing a minimum of interceptions which to me is the first measure of a real good passer. But if he doesn't throw that ball a whole lot under pressure and if you are not stressing that with him all the time, you are going to get a lot more interceptions especially passes that are thrown over the short middle and spot passes. So we believe that the only way we can develop the passer is to have him throw the ball a lot under pressure, and I believe you can do

that kind of practice without fear of injury, in the way I have described.

Now, as far as having this man passing the ball all the time, we don't do that. We don't have him pass any on Thursday or on Friday. I may be wrong about that, but I think a passer is pretty much like a baseball pitcher. His arm may not be sore, it may not be hurting him, but he won't have anything in it if you have him throwing the ball too much. We believe that he can work two or three days, throwing the ball a lot, but that it is best to let him slow up on Thursday and not throw at all on Friday.

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COACHES' BULLETIN BOARD

There are many coaches, new on the job this year, who are not acquainted with their state coaches' associations. Whether it is your first year to coach or if you are an old head at the game, you should affiliate with your local state association. If you have no active organization in your state, you should form one. There are many benefits to be derived from an organized association and the cost of membership is negligible. Coaches in Alabama, Georgia, Florida and Louisiana can join by writing the following secretaries:

Coach Malcolm Laney,
Woodlawn High School,
Birmingham, Ala.

Coach Dwight Keith,
751 Park Drive, N. E.,
Atlanta, Ga.

Coach L. L. McLucas,
Sanford, Fla.

Coach Johnny Brechtel,
3019 Canal Street,
New Orleans, La.

Members of the associations in Alabama, Georgia and Florida who have not renewed their membership, should do so before the next mailing of the magazine (November 1), or they will have to be dropped from our mailing list.

Following are the newly elected officers of the Alabama Association: President, Ellis Houston, Bessemer High School; First Vice-President, Zeke Kimbrough, Sylacauga High School; Second Vice-President, Comer Sims, Selma High School; Secretary-Treasurer, Malcolm Laney, Woodlawn High School.

At the meeting of the Georgia Athletic Coaches Association in Athens, the president was empowered to appoint the district directors. This action was taken because of the many coaching changes throughout the state this year. We will try to have the announcement of his appointments in the November issue.

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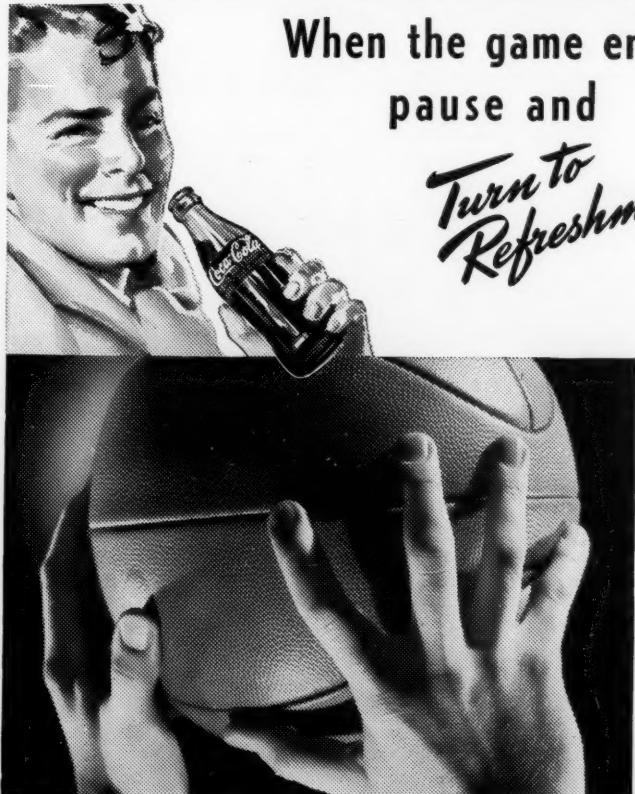


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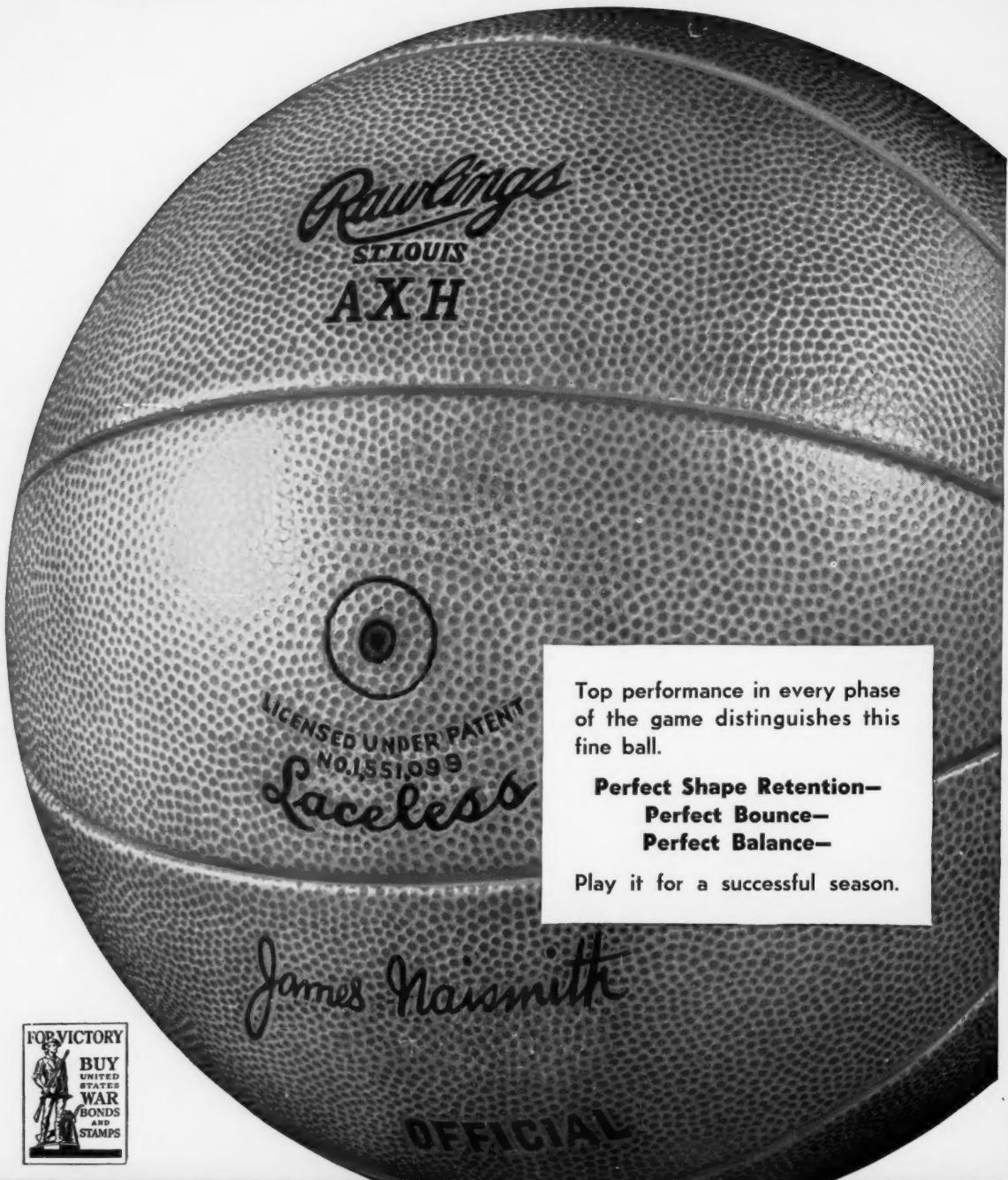
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